

Leadership Development Across the Curriculum

Nursing BSN

The SON would like to propose the following intensive leadership program for GC Journeys certification. The leadership activities will begin once students enter the nursing program, the first semester of their junior year. Leadership activities progress through several courses in the nursing program. All BSN nursing students will engage in this intensive leadership program.

Successful completion of the intensive leadership experience will be determined based on a grade of “C” or better in the following courses:

- NRS 3240 Foundations of Nursing Practice
- NRS 3560 Community and Population-based Nursing
- NRS 4580 Integrated Nursing Management of Adult and Geriatric Clients II
- NRS 4780 Leadership & Management in Nursing
- NRS 4980 Transition to Professional Nursing Practice

Additionally, a satisfactory grade is required in the following seminars:

- NRS 4001 Seminar: Human Cultures and World
- NRS 4002 Seminar: Intellectual and Practical Skills
- NRS 4003 Seminar: Personal & Social Responsibility
- NRS 4004 Seminar: Integrative and Applied Learning

Intensive Leadership Experience: Progression

Once accepted to the nursing program, students will enroll in NRS 3240, Foundations of Nursing Practice (9 credit hours). During this course, students are introduced to the professional role of the Registered Nurse (RN), including the essential role of RNs as leaders in health care. During clinical experiences, students engage in patient care and become familiar with the leadership competencies registered nurses must possess. Students will start a professional portfolio to document their leadership journey.

Across the four semesters of the nursing program, students will enroll in a series of four professional development seminar courses, to include:

- NRS 4001 Seminar: Human Cultures and World
- NRS 4002 Seminar: Intellectual and Practical Skills
- NRS 4003 Seminar: Personal & Social Responsibility
- NRS 4004 Seminar: Integrative and Applied Learning

In each seminar, students will attend a 2- hour session relating to the course name with a premier speaker or panel of speakers. Following the session, students will reflect on their own professional path and how the content of the seminar may impact their role as a professional and a leader. Students will

include these reflections in their portfolios. Formative reflections will occur each semester, with a final summative reflection during the final semester in NRS 4980.

During the second semester, students in NRS 3560, Community and Population Based Nursing, will apply their understanding of the professional role of the nurse to emergency response education. Students will receive training preparing them to join a local Medical Reserve Corps. This training will include MRC courses ICS (Incident Command System) 100, 700 and 800. These courses include an introduction to incident command, national incident management and the national response framework. Students will examine the collaborative partnerships that collectively respond to community disasters. Formative evaluation will include group discussion using think-pair-share techniques, and a unit exam including items on disaster preparedness. Summative evaluation of this training will occur through successful accomplishment of the training modules, including a virtual disaster simulation, and a self-reflective discussion posting on the collaborative and leadership responsibilities of Medical Reserve Corp members.

During the third semester, students in NRS 4580, Integrated Nursing Management of Adult and Geriatric Clients II, will focus on taking on the leadership role of managing the care of acutely and critically ill patients in the hospital and simulation settings. The students rotate emulating the role of charge nurse in the clinical setting and collaborate with other nursing students in the group to coordinate patient care for one clinical day. Following this leadership experience students receive peer feedback. Also during this course, students have the opportunity to rotate through a critical care unit at which they utilize their leadership skills to determine two evidence-based interventions that could improve the patient's current condition or prevent the patient from experiencing an adverse outcome. They refer to the literature to determine which of the two interventions would be most appropriate for their particular client. Formative evaluation during this semester will include clinical faculty feedback on their role of the charge nurse. Summative evaluation will occur with the evidence-based intervention project. Students must score a minimum of 75 on this project.

During the fourth semester, students in NRS 4780 (Nursing Leadership and Management) will examine leadership competencies to include delegation, teamwork, and advocacy. Students will be concurrently enrolled in NRS 4980 (Transition to Professional Nursing Practice), where they will engage in TeamSTEPS training focusing on communication, teamwork, and advocacy. In this capstone practicum course, students will spend a total of 36 hours working 1:1 with nursing leaders in the community, examining the role and responsibilities of the nurse leader.

Students will meet with program leadership partners at the beginning and end of their final semester. Leadership partners will provide coaching sessions supporting leadership development.

The program outcomes for the School of Nursing BSN degree closely align with the Georgia College core leadership competencies. Leadership activities in courses that contribute to outcome achievement are included in the table below:

Core Leadership Competencies	Leadership Activity	Program Outcome
<p>Communicates effectively—a GC leader develops and delivers multi-mode communications that convey a clear understanding of unique needs of different audiences</p>	<p>__NRS 3240 start electronic portfolio and maintain throughout the program __NRS 3240 content and application of therapeutic communication, documentation and reporting; professional writing __NRS 3540 content and application therapeutic communication and use of self, clinical reasoning, reflection __NRS 4000 (4001-4) seminar series with professional/leadership reflection each semester __NRS 4140 Content and application evidence-based practice competencies along with scholarly writing, speaking, and using technology __NRS 4780 Leading teams to achieve organizational goals __NRS 4980 Final review of electronic portfolio; TeamSTEPPS training on communication, teamwork and advocacy __NRS 4980 Leadership Development consultation I and II (beginning and end of final semester)</p>	<p>Demonstrate effective communication through writing, speaking, listening, and using technology necessary for collaboration and quality nursing care.</p>
<p>Collaborates—a GC leader builds partnerships and works collaboratively with others to meet shared objectives</p>	<p>__NRS 4000 (4001-4) seminar series with professional/leadership reflection each semester __NRS 3240 content and application scope of practice, regulations & licensure, legal issues, delegation, interdisciplinary team __NRS 4580 emulate role of charge nurse to collaborate in</p>	<p>Advocate for improved population health initiatives and systems of health care delivery locally, nationally, and globally.</p>

Core Leadership Competencies	Leadership Activity	Program Outcome
	caring for a group of patients with peer feedback ___NRSG 4780 content leadership of the interdisciplinary team; delegation	
Values difference—a GC leader recognizes the value that different perspectives and cultures bring to an organization	___NRSG 4000 (4001-4) seminar series with professional/leadership reflection each semester NRSG 4001 focuses on bias and the environment of health and wellness; nurse as advocate for change ___NRSG 3240 Content and application of ethics & values, cultural influences on health, family, ethnicity, culture, spirituality, development ___NRSG 4780 Demonstrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in the nursing leadership role	Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities and populations.
Demonstrates self-awareness—a GC leader uses a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses	___NRSG 3240 Formative Self-reflection in foundations nursing care ___NRSG 3440 Formative Self-reflection in adult and gerontologic nursing care ___NRSG 3540 Formative Self-reflection in mental health nursing practice ___NRSG 4000 (4001-4) seminar series with professional/leadership reflection each semester NRSG 4002 Stress, coping and self-care ___NRSG 4580 Formative Self-reflection in adult and gerontologic nursing care II ___NRSG 4780 Leadership of self and the future ___NRSG 4980 Summative Self-	Provide compassionate, competent, holistic nursing care across the lifespan.

Core Leadership Competencies	Leadership Activity	Program Outcome
	reflection included in electronic portfolio __Simulation center: programmatic simulation debriefing with student reflection on positive and negative aspects of performance and lessons learned from these experiences	
Manages complexity—a GC leader makes sense of complex, high-quantity, and sometimes contradictory information to solve problems effectively	__NRSG 3240 beginning clinical simulations __NRSG 3440, 4580 progressively complex simulations __NRSG 3560 Apply epidemiologic principles and methods to population and individual health data __NRSG 4665, 3540 specialty simulations __NRSG 3560 Disaster community response team training __NRSG 4780 Quality improvement of patient outcomes; Root cause analysis of healthcare seminal events __NRSG 4980 TeamSTEPPS training and simulation (24 hours) __NRSG 4980 Leadership practicum hours (24 hours) __NRSG 4980 Disaster preparedness training (10 hours)	Provide leadership within the health care team to ensure safe, effective, patient-centered care in a variety of settings.
Reasons ethically—a GC leader gains the confidence and trust of others through honesty, integrity and authenticity	__NRSG 4000 seminar series __NRSG 3240,3440,4580,4980 progressive ethical decision making in clinical practice __NRSG 4780 content and application code of ethics for nurses and ethical decision making	Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities and populations.